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Translating the Framework: English Teachers' Practices in Implementing CEFR-Based Writing Assessment

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Abstract
This study explores how English teachers interpret, implement, and adapt CEFR-based writing assessment at a private secondary school in Yogyakarta, Indonesia. Using an exploratory qualitative case study design, data were collected from two English teachers through interviews, questionnaires, and document analysis. The findings reveal that teachers' familiarity with CEFR mainly stemmed from the school's Cambridge curriculum, while their understanding of its descriptors remained limited. Despite this, they recognized its potential to support writing assessment and adapted instructional materials, assessment criteria, and feedback practices to students' proficiency levels and learning needs. These adaptations also reflected different instructional objectives and examination demands, demonstrating how teachers negotiated framework expectations with their classroom contexts. The study highlights the contextual nature of CEFR implementation and the need for professional development to strengthen teachers' assessment practices.

Keywords: CEFR, teachers' practices, writing assessment

1. Introduction

Traditionally, second language (L2) learning has mainly focused on spoken language. This view has gradually shifted, and writing is now being considered an equally important and, in some cases, more effective way to support L2 learning (Storch, 2022; Khudaverdiyeva, 2025). Despite its important role in language learning and academic development, many L2 learners still find it challenging to master. As Taufiqulloh et al. (2025) note, writing difficulties often involve linguistic

challenges, cognitive demands, cultural expectations, and psychological pressures. Learners' writing development is also influenced by teachers, who need a clear understanding of the skills and processes required for writing. This is because writing proficiency develops through proper instruction, regular practice, and continuous effort rather than being acquired naturally (Cheung, 2016). In this regard, teachers' assessment literacy is essential. Their ability to understand, apply, and translate assessment requirements has a great impact on the classroom activities they design and the feedback they provide. Such feedback can also contribute to positive washback by helping students recognize their strengths and weaknesses and identify areas for improvement (Amirian et al., 2016; Pujiawati et al., 2025a).

In classroom practice, however, teachers may face several challenges in developing and applying their assessment knowledge. In the Indonesian context, teachers' approaches to writing assessment are often influenced by institutional practices, personal teaching experiences, and traditional grading systems rather than research-based assessment principles (Aryana et al., 2024; Maharani et al., 2024; Sudimantara et al., 2025). These influences may make it harder for teachers to assess students' written performance, resulting in surface-level corrections or generalized scoring (Fitriyah et al., 2024; Nurhayati, 2020). Writing complexity further complicates the situation because teachers must consider both the overall quality of a text and its language features and decide how much importance to give to each aspect when determining the final score (Setyowati et al., 2020). Explicit scoring criteria can help teachers address this problem, but their scale descriptors may not clearly distinguish between proficiency levels, particularly for inexperienced raters (Weigle, 2002).

These limitations highlight the need for clear, shared descriptors that help teachers interpret writing proficiency levels more consistently. In this regard, the Common European Framework of Reference for Languages (CEFR) offers a potentially useful reference by describing language proficiency through descriptors organized into six levels, from A1 to C2. It adopts an action-oriented approach, viewing learners as social agents who use language to complete tasks (Council of Europe, 2001, 2020). Although the framework was initially developed in Europe, it has been widely adopted in other regions as a reference for curriculum design, teaching, and assessment (Little, 2012). In Indonesia, English language teaching has been aligned with the CEFR through the Merdeka Curriculum. Specifically, Decree No. 008/H/KR/2022, issued by the Head of the Educational Standards, Curriculum, and Assessment Agency (BSKAP), outlines this alignment, and Decree No. 033/H/KR/2022 subsequently amended it. According to the recent document about English language teaching guidelines published by BSKAP (2025), the Emancipated Curriculum emphasizes six English language learning elements, including writing, with B1 established as the expected proficiency level for secondary-level students. This competency-based approach provides a structured basis for English language teaching, learning, and assessment aligned with the internationally recognized CEFR. However, the inclusion of CEFR-related outcomes in curriculum guidelines does not necessarily explain how teachers interpret and apply the framework in their everyday assessment practices. Its implementation also depends on teachers' understanding of the descriptors and their ability to adapt them to students' needs and classroom conditions.

Previous studies have explored the CEFR's application in writing assessment and instruction from several perspectives. Harsch & Kanistra (2020) demonstrated that the CEFR can serve as a standard-setting framework for aligning integrated and independent writing tasks with proficiency levels. Their findings showed strong agreement among panellists, suggesting that collaborative judgments can support consistent task benchmarking. Similarly, Harsch and Seyferth (2020) developed a local CEFR-based checklist to support writing assessment and feedback. Although teachers initially differed in their interpretations of the descriptors, subsequent discussions helped

them reach greater agreement, highlighting the importance of a shared understanding when applying CEFR criteria. Other studies have focused on making the framework more practical and relevant to specific educational contexts. Lukácsi (2021) translated broad CEFR scales into a level-specific checklist, while Zhao & Zhao (2023) explored how teachers and students could collaboratively develop assessment criteria to align the CEFR with curriculum objectives, teaching, and learning. Similarly, to address contextual relevance, Khairul et al. (2021) highlighted the need to localize CEFR written production descriptors to reflect the specific demands of academic writing in Malaysian higher education.

Beyond the development of assessment criteria, research has also examined how the CEFR can support students' writing development. Ting Li et al. (2025) reported improvements in students' writing performance, particularly in grammar and organization, as well as increased confidence through a blended CEFR-based feedback system. Despite these potential benefits, the suitability of the CEFR for assessing academic writing has also been questioned. McNamara et al. (2018) argued that its descriptors do not fully capture important aspects of academic writing, including source use, critical thinking, and disciplinary conventions.

Derived from all of these findings, it is suggested that the CEFR provides a useful reference for writing assessment and development. However, its effective application depends on how well educators adapt its descriptors to specific educational contexts, translate them into practical assessment criteria, and interpret them. In particular, further attention is needed to understand how teachers interpret CEFR descriptors and apply them when assessing students' writing. Existing studies mostly focus on developing criteria and tools, with less attention to how teachers themselves interpret and apply the descriptors, particularly in Indonesia. This gap matters because CEFR descriptors provide reference points for interpreting language proficiency but do not, by themselves, prescribe detailed scoring procedures for every classroom writing task. Teachers must therefore interpret and adapt these descriptors to suit their instructional objectives, assessment tasks, and students' proficiency levels (Council of Europe, 2020). Examining this process can provide insight into how curricular expectations are translated into classroom assessment practices and how teachers use CEFR descriptors to guide their assessment decisions. This study was conducted at a private secondary school in Yogyakarta that uses the Cambridge curriculum. Given this, its instructional and assessment practices are expected to reflect CEFR principles. However, how the school adapts and implements the framework in its writing assessment practices remains underexplored. Accordingly, this study addresses the following research question: How do English teachers interpret, implement, and adapt CEFR-based writing assessment in their classroom contexts?

2. Literature Review

2.1. Writing Assessment Practice in Indonesia

Assessing writing proficiency presents multifaceted challenges, especially in Indonesia, where English is taught as a Foreign Language (EFL). These challenges are related to several interconnected factors, including the complexity of writing, teachers' assessment literacy, and language policy. Dockrell & Connelly (2021) explain that writing assessment considers aspects of writing performance, such as productivity (e.g., the amount of text produced), complexity, and grammatical accuracy. Assessing these aspects requires English teachers to provide constructive feedback that can assist students in improving their writing skills. However, this process can take considerable time, especially when teachers need to assess a large number of students (Adam et al., 2021; Defianty & Wilson, 2024; Hidayati, 2018). Teachers' workloads and administrative duties can further limit the time available for assessment. Therefore, using rubrics may support teachers in

managing these challenges while maintaining the quality of their feedback. According to Weigle (2002), rubrics offer a number of benefits: they help students understand the assessment criteria, support consistent scoring across different raters, maintain common assessment standards, and make grading more efficient by reducing the need for lengthy comments.

Nonetheless, the benefits of rubrics depend on teachers' ability to understand, interpret, and use assessment results effectively (Damayanti et al., 2024). Dockrell and Connelly (2021) noted that rubrics do not automatically improve the reliability or validity of assessment, particularly when teachers lack sufficient training on how to design and use them. Limited professional development in assessing literacy may leave English teachers without the theoretical knowledge and practical skills needed to align assessment with learning objectives, evaluate students' writing consistently, and provide feedback that supports revision (Pujiawati et al., 2025). As a result, teachers may focus mainly on surface-level errors or rely on general scores rather than providing specific feedback to guide students' improvements. These practices may also affect how students respond to feedback, engage in writing tasks, and develop their academic writing skills (Hoinbala, 2022; Pujiawati et al., 2025). In other words, the effectiveness of writing assessment depends not only on the assessment tools used but also on teachers' ability to apply them appropriately to support students' learning.

Studies on Indonesian English teachers' assessment literacy have reported mixed findings, with some indicating moderate levels of competence and others identifying weaknesses in assessment knowledge and classroom practice (Aria et al., 2021; Nyudak et al., 2022; Purwani et al., 2022). For example, research in Tabanan and Badung, Bali, found that most English teachers demonstrated fair to good levels of assessment literacy (Nyudak et al., 2022; Purwani et al., 2022). Similarly, secondary EFL teachers in Riau demonstrated conceptual and procedural knowledge of classroom-based assessment, with a strong positive relationship between their assessment mindsets and evaluation practices (Aria et al., 2021). However, a national survey identified significant gaps in Indonesian EFL teachers' knowledge of skill-based language assessment (Wiyaka et al., 2024). Other studies also reported weaknesses in teachers' assessment literacy, particularly inconsistencies between their conceptual understanding and classroom practices (Maharani et al., 2024; Munasih et al., 2024; Ramadhani et al., 2023). These challenges may stem from teachers' academic and professional backgrounds, heavy workloads, limited time, students' proficiency and motivation, and inadequate assessment criteria.

Teachers' writing assessment practices are influenced by their professional knowledge and organizational and structural contexts in which teaching and assessment take place (Peacock, 2020). In Indonesia, the transition from the 2013 Curriculum to the Merdeka Curriculum has encouraged formative assessment and communicative language teaching to improve students' English proficiency and prepare them for an increasingly interconnected global society (Djiwandono & Zein, 2025; Lestari & Yusuf, 2025). However, implementing these principles remains challenging, as assessment practices continue to be shaped by national priorities that emphasize receptive skills over productive skills, particularly speaking and writing (Lestari & Yusuf, 2025). Similarly, Romios et al. (2020) and Rasyid et al. (2023) highlighted the focus of national examinations on lower-order thinking skills and receptive language abilities. The reliance on multiple-choice questions may consequently limit opportunities for students to demonstrate their ability to use English meaningfully. Despite these challenges, the Merdeka Curriculum represents an effort to align language learning with the Common European Framework of Reference for Languages (CEFR), with B1 established as the expected proficiency level by the end of senior secondary education (BSKAP, 2025). This alignment provides a basis for developing learning objectives and assessment tasks that reflect defined proficiency standards.

2.2. Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR), introduced by the Council of Europe (2001), offers a comprehensive framework for describing language proficiency and providing common standards for language learning, teaching, and assessment. Using an action-oriented approach, it places learners as 'social agents' who use language to perform tasks in particular contexts rather than simply demonstrate their knowledge of grammar and vocabulary. In doing so, learners draw on linguistic, sociolinguistic, and pragmatic competences, which, in writing, involve language range and accuracy, appropriate register, and the coherence and communicative purpose of a text. In line with this approach, the CEFR describes language use through four modes of communication: reception, production, interaction, and mediation (Council of Europe, 2001, 2020; Little, 2012).

From this perspective, writing is understood as a form of language use that serves different communicative purposes, including written production, written interaction, and written mediation. The CEFR Companion Volume presents illustrative descriptors for written production in three areas: overall written production, creative writing, and reports and essays (Council of Europe, 2020). These descriptions cover six Common Reference Levels, classified into Basic (A1-A2), Independent (B1-B2), and Proficient (C1-C2) Users. They illustrate the development of writing abilities across proficiency levels, from producing simple sentences and short texts on familiar topics to constructing well-organized texts with developed ideas and arguments. Across these scales, written performance is described in terms of the content, purpose, organization, and complexity of texts, showing that writing proficiency involves more than grammatical accuracy.

In writing assessment, CEFR descriptors serve as reference points for determining expected performance and understanding learners' writing proficiency. Nevertheless, they are not designed as ready-made assessment instruments, as they provide general descriptions rather than specific criteria for particular tasks, curricula, or groups of learners. Therefore, the descriptors need to be interpreted and adapted to suit specific writing tasks and educational contexts (Council of Europe, 2001, 2020). This involves selecting relevant descriptors, adjusting them to learners' needs and instructional objectives, and developing them into assessment criteria or rubrics for evaluating students' written work. As a consequence, the implementation of CEFR-based writing assessment largely depends on how teachers interpret the descriptors and apply them in their assessment practices, which is the focus of the present study.

3. Research Methods

3.1. Research Design

This study employed a qualitative case study with an exploratory design to examine how English teachers interpret, implement, and adapt CEFR-based writing assessment in their classroom contexts in a private senior high school in Yogyakarta. A case study allows researchers to investigate a contemporary phenomenon in depth within its real-life context, particularly when the boundaries between the phenomenon and its context are not clearly defined (Yin, 2014). In this study, the implementation of CEFR-based writing assessment at the selected school was treated as a single case, and two English teachers participated to provide insights into the phenomenon from their respective teaching experiences. An exploratory approach was adopted since CEFR-based writing assessment remains under-researched in Indonesian secondary schools. It allows the study to shed light on teachers' assessment practices and the issues surrounding their implementation, while identifying relevant questions and ideas for further research (Cohen et al., 2018; Mills et al., 2010).

3.2. Research Settings

The study was conducted at a private senior high school in Yogyakarta that became a Satuan Pendidikan Kerjasama (SPK) in 2015 and implements both the Merdeka Curriculum and Cambridge Assessment International Education. In its English language program, the school refers to the Common European Framework of Reference for Languages (CEFR) to guide the development of students' reading, writing, listening, and speaking competencies. Students' English proficiency is also assessed annually through Cambridge examinations, such as the Key English Test (KET), the Preliminary English Test (PET), and the First Certificate in English (FCE), depending on their level. These examinations are used to monitor students' language development against internationally recognized standards.

English instruction is delivered through blended learning, combining face-to-face interaction with digital learning through the school's learning management system (LMS). Cambridge textbooks are also used as the main learning materials. Furthermore, the English subject is organized into two distinct programs: General English and English Skills. General English focuses on receptive language skills, particularly listening and reading, alongside language components, including vocabulary and grammar. In contrast, English Skills aims to develop students' receptive and productive language skills through listening, reading, speaking, and writing activities.

3.3. Participants

Participants of the study were selected through purposive sampling, which allows the selection of individuals based on characteristics relevant to the research objectives (Johnson & Christensen, 2017). This approach focuses on individuals whose professional roles, knowledge, or practical experience enable them to provide relevant information about the issue being investigated (Ball, 1990, as cited in Cohen et al., 2018). Four criteria were established for participant selection: (1) having at least three years of experience teaching English, (2) teaching English in Grades X, XI, or XII, (3) teaching writing in either General English or English classes, and (4) being familiar with the use of CEFR in language teaching and assessment. Two English teachers at the school met all four criteria and agreed to participate. Both held bachelor's degrees from a state university in Yogyakarta, specializing in teacher education and majoring in English language education. They also had approximately nine to eleven years of English teaching experience at the school and taught English using the Cambridge curriculum for almost a decade, giving them relevant experience in a curriculum that uses CEFR-aligned proficiency levels. Therefore, the study aims to gain an in-depth understanding of their assessment practices rather than achieving statistical generalization.

Regarding the teachers' profiles, the table below presents their individual background and professional characteristics.

Table 1. Participant Profiles

Characteristics	Teacher 1	Teacher 2
Educational background	Bachelor's degree in English Language Education, Universitas Negeri Yogyakarta	Bachelor's degree in English Language Education, Universitas Negeri Yogyakarta
Teaching experience	Since 2010	Since 2017
Grades level taught	Primary school and Grade 2010	Grades 11 and 12
Main teaching focus	Primarily listening and speaking; occasionally teaches writing	English skills, including writing
Writing materials	Cambridge Global English Coursebook, supplemented by IGCSE- and IELTS-oriented materials	Cambridge Global English Coursebook and IGCSE materials

Assessment practices	Summative assessment and peer review	Summative assessment and peer review
Rubric use	CEFR-like criteria for IGCSE-related tasks; self-developed rubrics for regular writing exercises	CEFR-like criteria for IGCSE- or examination-oriented tasks; self-developed rubrics covering content, organization, cohesion, grammar, and vocabulary for other writing assignments
Feedback practices	Primarily focuses on content; occasionally provides written comments through Google Docs	Provides written comments and oral explanations when students require clarification
CEFR-related professional development	School activities address CEFR and other English skills, although specific training in writing assessment is rarely provided	Has not attended a CEFR-focused workshop; reports having a basic understanding of the framework through the school curriculum

As presented in Table 1 above, the two teachers brought different experiences, responsibilities, and levels of familiarity with the writing assessment practices and the CEFR. Although both had experience using the Cambridge curriculum and preparing students for examination-oriented writing tasks, their approaches to writing assessment and professional development varied. These differences provided complementary perspectives for exploring how CEFR-based writing assessment was interpreted, implemented, and adapted within the school's educational context.

3.4. Data Collection Techniques

Data were collected from two participating teachers through semi-structured interviews, a questionnaire, and documents related to their assessment practices. The interview explored how teachers implemented and adapted CEFR-based writing assessment, including their assessment methods, principles, perceptions of effective practices, and encountered challenges. The interview guideline was developed based on the research question and relevant literature (Council of Europe, 2001, 2020, 2022; Little, 2012; Martyniuk, 2012; North, 2014). Following the flexible nature of semi-structured interviews, questions could be adjusted to explore participants' responses further (Cohen et al., 2018; Johnson & Christensen, 2017). With their consent, the interviews were audio-recorded and transcribed verbatim, and the excerpts presented in the Findings were translated into English. To complement the interviews, teachers completed a questionnaire consisting of 41 items addressing *knowledge and awareness of CEFR, usefulness of CEFR in writing instruction and assessment, applicability of CEFR in writing instruction and assessment, teachers' challenges in implementing CEFR for writing assessment, and solutions to maximize the incorporation of CEFR in writing assessment.* With their consent, the study also collected assessment documents, such as a writing rubric, task instructions, and samples of students' writing exercises, as well as the Cambridge Global English coursebooks.

3.5. Data Analysis Techniques

The qualitative data, comprising interview transcripts and open-ended questionnaire responses, were analyzed thematically following Braun & Clarke's (2006) six-phase framework: familiarization, initial coding, theme development, theme review, theme definition and naming, and report production. The analysis was primarily inductive, allowing codes and patterns to emerge from the teachers' responses. The resulting codes were grouped into potential themes and repeatedly reviewed against the coded extracts and the full dataset to ensure coherence and relevance. The finalized themes were then organized according to the research question. Closed-ended questionnaire responses were reported descriptively for each teacher, while collected documents were examined to understand the writing tasks, instructional materials, and assessment criteria in relation to CEFR writing descriptors (Council of Europe, 2020). Finally, findings from the different

sources were compared to identify areas of agreement, complementarity, and differences, providing a comprehensive account of CEFR-based writing assessment practices in the school.

4. Results

4.1. Teachers' Understanding and Interpretation of CEFR

In regard to the English teachers' understanding and interpretation of CEFR, the interview findings indicate that both teachers considered themselves familiar with the framework. This was also reflected in their questionnaire responses, in which both acknowledged the widespread use of CEFR in language assessment.

Table 2. Knowledge and Awareness of CEFR

Question Statement	Teacher 1	Teacher 2
I acknowledge the widespread use of CEFR in language assessment.	Agree	Agree

More specifically, both teachers recognize the framework and its relevance to language assessment. As Teacher 1 noted:

> *"When asked whether I am familiar with CEFR, I would say that I am certainly familiar with it..."*

A similar view was expressed by Teacher 2, who stated:

> *"If you are asking whether I am familiar with it, then yes, I am. I have become reasonably familiar with the framework."*

However, this familiarity stems primarily from institutional exposure to the school's Cambridge curriculum. As Teacher 1 and 2 noted:

> "*The curriculum we use is the Cambridge curriculum, which is closely related to the framework."* (Teacher 1)

> *"...CEFR has already been implemented when I started teaching at this school."* (Teacher 2)

These findings suggest that the teachers' familiarity with CEFR was largely shaped by their exposure to the framework within the school curriculum. Nevertheless, this familiarity did not necessarily reflect a comprehensive understanding of its underlying principles and practical applications. As indicated in Table 3, they expressed uncertainty about their understanding of the core principles and objectives of CEFR-based English proficiency assessment.

Table 3. Understanding of CEFR Principles and Objectives

Question Statement	Teacher 1	Teacher 2
I understand the core principles and objectives of CEFR-based English proficiency assessment.	Uncertain	Uncertain

This uncertainty was further reflected in Teacher 2's interview responses. Although her exposure to CEFR had enabled her to recognize its basic components, such as proficiency levels and descriptors, she acknowledged that her understanding of the framework remained relatively general. She explained:

> *"... in terms of deeper understanding (of the framework), I must admit that I am still lacking."*

"I only know the general definition, the levels, and descriptors."

Furthermore, the teachers' familiarity with CEFR was not necessarily accompanied by active engagement with additional resources to deepen their understanding of its principles and applications. Their questionnaire responses, as presented in Table 4, indicated uncertainty regarding their engagement with CEFR-related literature, including academic publications, news sources, and online sources.

Table 4. Engagement with CEFR-Related Resources

Question Statement	Teacher 1	Teacher 2
I actively engaged with CEFR-related literature through various media, including academic publications, news source, and online source.	Uncertain	Uncertain

The teachers' limited understanding was also reflected in their confidence in applying the framework to classroom assessment. Teacher 1, in particular, expressed uncertainty about its practical implementation, stating:

"... I am not entirely confident about its implementation in the classroom"

As a result, Teacher 1 explained that she relied more directly on Cambridge Global English materials, particularly the Teacher's Book, which provided guidance on learning objectives, success criteria, and targeted 21st-century skills. She stated:

"... but in practice, we tend to refer more directly to the Cambridge books."

She further explained:

"When working with the Learner's Book and Workbook, I usually rely more on the Teacher's Book, as it already provides clear guidance—such as the targeted 21st-century skills, success criteria, and learning objectives. Since all of these are readily available in the Teacher's Book, we prefer to use it as our main reference."

Project	Practice and prepare	Use of English	Vocabulary	Cross-curricular links	21st-century skills
Give a presentation on positive role models Create a survey then analyse and present the data in a short article	Reading Speaking	Attitudinal adverbs *that* clauses	Families	Society	21st-century skills: Discussion skills Critical thinking: Asking questions Critical thinking: Brainstorming ideas Critical thinking: Analysing text types

Figure 1. Example of 21st-Century Skills in Cambridge Global English Textbook (Law & Clyde, 2024)

This dependency on the Cambridge Global English textbook illustrates how institutional exposure to CEFR did not necessarily translate into direct engagement with its descriptors in her classroom practices. She used the textbook as a more immediate and accessible reference to inform her classroom decisions.

Another issue apparent in the study was Teacher 1's use of CEFR "Can-Do" descriptors across different language competencies, particularly writing. She acknowledged:

"Honestly, I rarely use Can-Do descriptors."

Similarly, the questionnaire responses indicated that both teachers were uncertain about the applicability of CEFR "Can-Do" descriptors in providing a clear roadmap for students' writing development and tracking their progress. However, their perceptions differed regarding other aspects of their application. While Teacher 1 expressed uncertainty across all elements, Teacher 2 recognized several potential applications of the descriptors, particularly in designing real-life writing tasks, addressing learners' specific needs, and providing transparent and objective assessment criteria. She also agreed that the descriptors could encourage students' self-reflection and motivation regarding their writing progress.

Table 5. Applicability of CEFR in Writing Instruction and Assessment

Question Statement	Teacher 1	Teacher 2
The "Can-Do" descriptors serve as a clear and shared roadmap for students' learning, providing a more precise tool for tracking their writing progress.	Uncertain	Uncertain
The "Can-Do" descriptors provide clear criteria for determining the minimum level of achievement required for students to meet their language learning goals.	Uncertain	Uncertain
CEFR helps teachers design real-life writing tasks that encourage interactive and meaningful communication.	Uncertain	Agree
The "Can-Do" descriptors emphasize students' writing proficiency rather than their deficiencies, helping them focus on skill development rather than shortcomings.	Uncertain	Uncertain
The "Can-Do" descriptors enable students to develop differentiated writing profiles based on their strengths and learning paths.	Uncertain	Uncertain
The "Can-Do" descriptors help teachers design writing tasks and assignments that are relevant to the specific needs of a particular group of learners.	Uncertain	Agree
The "Can-Do" descriptors offer transparent and objective criteria for assessing students' writing performance.	Uncertain	Agree
The "Can-Do" descriptors encourage students to engage in self-reflection and motivation regarding their writing progress.	Uncertain	Agree
CEFR encourages students to take an active role in their writing assessment, fostering greater autonomy and engagement.	Uncertain	Uncertain

Teacher 2's recognition of potential usefulness of the descriptors was further reflected in her interview response, in which she explained:

"The CEFR, helps me assess students more objectively by referring to specific descriptors"

Her explanation further illustrates how she perceived the potential role of CEFR descriptors in supporting writing instruction and assessment. Nevertheless, her responses remained uncertain regarding their role in establishing minimum achievement criteria and developing differentiated writing profiles. These findings suggest that, although Teacher 2 recognized some practical applications of the descriptors, her understanding of their broader role in writing instruction and assessment remained limited.

Although their responses regarding the applicability of individual "Can-Do" descriptors revealed considerable uncertainty, particularly Teacher 1, the questionnaire results concerning the broader usefulness of CEFR in writing instruction and assessment presented a somewhat different pattern. While Teacher 1 generally agreed with most of the statements, Teacher 2 acknowledged its usefulness in several specific areas but remained uncertain about others.

Table 6. Perceived Usefulness of CEFR in Writing Instruction and Assessment

Question Statement	Teacher 1	Teacher 2
CEFR framework encourages students to develop their writing skills by engaging in tasks that reflect real-life scenarios, specific environments, and particular domains.	Agree	Uncertain
CEFR framework enhances the quality of writing instruction and assessment.	Agree	Uncertain
CEFR-aligned instruction fosters a greater emphasis on quality assurance and continuous improvement in writing instruction and assessment.	Agree	Uncertain
CEFR promotes viewing language as a means of communication rather than just a subject of study.	Agree	Agree
The alignment of writing instruction with CEFR standards enhances the overall quality of students' written output.	Agree	Agree
Aligning teaching materials with CEFR standards supports the development of structured and effective writing instruction.	Agree	Agree
CEFR guidelines aid in the development of tests and other forms of writing assessment.	Uncertain	Agree
The CEFR descriptors support students in developing their writing proficiency to meet both national and international academic standards.	Uncertain	Agree

Derived from the findings above, it is revealed how the two teachers in this particular school context perceived the usefulness of CEFR in supporting writing instruction and assessment. Although both recognized for its potential contributions, particularly in providing clearer assessment criteria and guiding writing development, their understanding and practical engagement with the framework, especially its "Can-Do" descriptors, remained varied. This suggests that, within the investigated case, recognizing the potential usefulness of CEFR did not necessarily translate into its direct and consistent application in classroom assessment practices.

4.2. Adaptation of CEFR-based Writing Instruction and Task

According to the interview data, English instruction by English teachers is delivered solely through the use of the Cambridge Global English textbook. As stated by Teacher 1, the textbook provides the students with scaffolding activities. It starts by activating and building students' prior knowledge through *listening* and *reading comprehension* activities, alongside introducing students to key terms, idioms, or concepts in *vocabulary building* and grammatical foundation. These activities are then followed by productive competencies in speaking and writing. Teacher 1 said:

> *"... all the materials are already provided in the book and are highly scaffolded. It starts with vocabulary, then moves on to reading, listening, and finally writing or speaking. So, I simply follow that sequence."*

Page	Unit	Reading and Listening	Speaking	Academic Writing
109-124	7 Tiny wonders	Listen to a discussion about microscopic marine organisms Read a scientific article about tiny creatures of land, air, and sea	Debate the proposition that microchip implants are a positive development for people and society	Write a structured report based on data extracted from external sources

Figure 2. Example of Content Delivered in English Instruction (Micro-Skills of English) (Law & Clyde, 2024)

Project	Practice and prepare	Use of English	Vocabulary	Cross-curricular links	21st-century skills
Create a documentary about microplastics Record a podcast about a tiny creature	Reading Speaking	Prefixes in scientific language Adverbs for report writing	Marine organisms	Biology	Communication: Debating successfully Learning to learn: Note-taking while listening Collaboration: Dividing up the work Learning to learn: Encouraging others

Figure 3. Example of Content Delivered in English Instruction (Macro-Skills of English) (Law & Clyde, 2024)

Writing activities are generally introduced towards the end of each unit, allowing students to apply the knowledge and language skills developed through the preceding activities. Teacher 1 explained:

> *"At the end of the unit, there are usually productive skill activities, either speaking or writing. I take the tasks from the book to ensure they remain aligned with the context of the materials that have been covered."*

A similar response was gathered from Teacher 2, who uses the textbook as the main resource to conduct instructional practices by incorporating its materials and exercises.

> *"... the Cambridge textbook I use in Grade XI for the B2+ level—which features materials and exercises quite similar to those found in IELTS—also employs this approach."*

Moreover, she emphasized that the selection of writing tasks is based on the topic and the type of texts to ensure the students' accessibility. If it exceeded the students' current levels of understanding, she willingly adjusted the tasks to accommodate students' needs.

> *"The main considerations are the topic and the type of text, Miss. Both are already provided in the Cambridge book, so the corresponding exercises are also included. However, if the tasks are too challenging for the students, I adjust them accordingly. I create similar exercises on my own, but with an appropriate level of difficulty."*

This adjustment was also evident in how Teacher 2 incorporated CEFR into instructional planning. Rather than following the textbook activities without modification, she aligned classroom exercises with the framework's *Can-Do* objectives:

> *"I usually adjust the activities and exercises to better align with 'Can-Do' objectives."*

She further explained that these adjustments considered the students' current proficiency levels:

> *"Since most of my students are generally at the B1+ level, I usually adjust the tasks I assign to align with the descriptors at that level."*

These statements illustrate how CEFR served as a reference point for instructional design, particularly in aligning classroom activities with internationally recognized proficiency benchmarks. Instead of applying the descriptors uniformly, Teacher 2 used them to determine the appropriateness of instructional activities in relation to students' existing abilities. In this sense, contextual adaptation allowed her to maintain a connection between classroom instruction and CEFR while responding to students' actual proficiency levels.

The need for such adjustments also emerged from the discrepancy between the proficiency expectations of the instructional materials and students' actual abilities. Teacher 1 noted that the Cambridge textbook used in the classroom was designed primarily for B2+ learners, which exceeded the proficiency levels of some students:

> *"...the textbook we use is designed for the B2+ level, so the expectation is that students will be able to reach that level. However, in reality, some students are still performing below that level."*

This highlights the gap between the proficiency levels targeted by the curriculum materials and students' actual readiness. Consequently, teachers had to negotiate between institutional expectations and students' learning needs by adjusting instructional tasks while maintaining their connection to the intended learning objectives.

Regarding the implementation of writing instruction, both teachers used a staged, strategic approach that emphasized a genre-based approach. They encouraged students to explore and analyze the model of the text provided in the textbook, guided them in constructing their first draft, and finally applied the learned structures, grammar, and vocabulary independently. Teacher 1 explained:

> *"Usually, one or two examples are provided in the book... In these subunits, examples are typically included, ranging from simple to more complex ones. Therefore, students only need to observe and study them. To more creative students, I usually say, "What matters most is that the outline follows this structure, but the content must come from you." However, for students who are still struggling, I say, "Just follow this example, but create your own version," since even following an example can still be challenging for them.*

Similarly, Teacher 2:

> *"The lessons begin with text modeling, such as the structure of opinion or discussion texts, and continue with writing practice through stages like brainstorming, outlining, and so forth."*

Beyond these shared instructional practices, the implementation of writing instruction also varied depending on the two English programs taught at the school: General English and English Skills. In the General English program, for instance, Teacher 1 provided Grade 10 students with opportunities to explore their preferred writing topics when preparing speeches for the Speech and Bee event held during the morning assembly. She encouraged students to adopt a free-writing approach while monitoring their progress through each stage of the writing process. As she recalled:

> *"They would write their own speeches. That was when they would practice writing based on their passion—what kind of topic they wanted, what they wanted to write about..."*

Nevertheless, this freedom was accompanied by guidance on the basic structure of writing, particularly in developing an appropriate opening, body, and closing. Teacher 1 further explained:

> *"So, we still explained how to write a proper opening, body, and closing. But for the topic, "Feel free to explore what you want to convey."*

In contrast, writing instruction in the English Skills program was more closely associated with preparing students for the IGCSE (International General Certificate of Secondary Education) examination. Teacher 1 explained that writing activities in this program were generally designed to familiarize students with the requirements of the examination, which they would take the following year.

Teacher 1 explained:

> *"Meanwhile, writing skills are generally taught to prepare students for the IGCSE (International General Certificate of Secondary Education) exam, which they will take next year."*

This examination-oriented emphasis was also reflected in the implementation of writing tasks, particularly through the use of time and word constraints. As Teacher 2 explained:

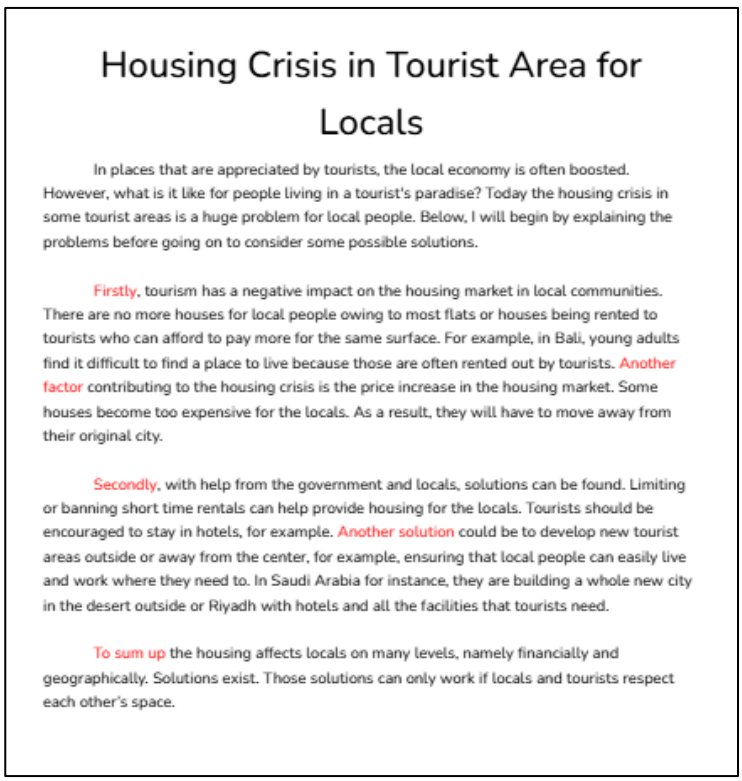
> *"I usually assign timed writing tasks as part of their preparation for the IGCSE exam, since that test also requires them to write within a set time limit."*

When asked about the duration of these activities, she specified:

> *"The longest was approximately 15 to 20 minutes."*

Regarding the expected length of students' writing, she further mentioned:

> *"Approximately 150 words."*



Housing Crisis in Tourist Area for Locals

In places that are appreciated by tourists, the local economy is often boosted. However, what is it like for people living in a tourist's paradise? Today the housing crisis in some tourist areas is a huge problem for local people. Below, I will begin by explaining the problems before going on to consider some possible solutions.

Firstly, tourism has a negative impact on the housing market in local communities. There are no more houses for local people owing to most flats or houses being rented to tourists who can afford to pay more for the same surface. For example, in Bali, young adults find it difficult to find a place to live because those are often rented out by tourists. Another factor contributing to the housing crisis is the price increase in the housing market. Some houses become too expensive for the locals. As a result, they will have to move away from their original city.

Secondly, with help from the government and locals, solutions can be found. Limiting or banning short time rentals can help provide housing for the locals. Tourists should be encouraged to stay in hotels, for example. Another solution could be to develop new tourist areas outside or away from the center, for example, ensuring that local people can easily live and work where they need to. In Saudi Arabia for instance, they are building a whole new city in the desert outside or Riyadh with hotels and all the facilities that tourists need.

To sum up the housing affects locals on many levels, namely financially and geographically. Solutions exist. Those solutions can only work if locals and tourists respect each other's space.

Figure 4. Example of Student's Work in IGCSE Preparation

These findings shed light on how writing instruction is conducted within the school context. As both teachers highlighted, instructional practices are primarily guided by the Cambridge Global English textbook through scaffolded activities and genre-based instruction, with teachers adapting tasks to accommodate students' varying proficiency levels. However, its implementation differed across the two English programs, with General English allowing greater opportunities for creative and self-directed writing, while English Skills placed greater emphasis on examination preparation through timed and word-limited writing tasks for the IGCSE examination.

4.3. Implementation of CEFR-Based Writing Assessment

The differences in instructional approaches also shaped how students' writing was assessed, particularly in terms of the use of assessment instruments, assessment criteria, and the feedback provided throughout the writing process. Regarding writing assessment instruments, Teacher 1 differentiates tools based on the assessment objectives, whether to monitor students' progress over time or to prepare for the IGCSE exam.

> *"It depends, Miss. If I want to assess students' abilities using an approach similar to the actual exam, which is the IGCSE, I use the CEFR-like framework."*

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
7-8	Relevance • Task is fulfilled. • Consistently appropriate style and register for the text type. • Excellent sense of purpose and audience. Development of ideas • Content is very well developed, at appropriate length. • Content is communicated skillfully and effectively.	7-8	Range and accuracy • Uses a wide range of common and less common vocabulary effectively. • Uses a wide range of structures, both simple and complex, effectively. • High level of accuracy of language throughout. Occasional errors may be present, but these do not impede communication. • Errors are related to less common vocabulary or more complex structures. Organization • Effectively organized and sequenced. • Uses a wide range of linking words and other cohesive devices, effectively.
5-6	Relevance • Task is fulfilled. • Generally appropriate style and register for the text type. • Generally good sense of purpose and audience. Development of ideas • Content is developed, at appropriate length. • Content is generally communicated clearly.	5-6	Range and accuracy • Uses a good range of common vocabulary appropriately, and attempts to use some less common vocabulary. • Uses a good range of simple structures appropriately, and attempts to use some more complex structures. • Good level of accuracy of language throughout. Errors do not generally impede communication. • Errors are generally related to less common vocabulary or more complex structures. Organization • Well organized and sequenced. • Uses a good range of linking words and other cohesive devices, appropriately.
3-4	Relevance • Task is generally fulfilled. • Reasonably appropriate style and register for the text type, although this may not be consistent. • Some sense of purpose and audience.	3-4	Range and accuracy • Uses mainly common vocabulary, reasonably appropriately. • Uses mainly simple structures, reasonably successfully. • Reasonable level of accuracy of language. Errors may impede communication in

	Development of ideas • Some development of content, although in places it may be incomplete or repetitive. • Content is communicated, but may lack clarity in places.		places. • Errors may occur when using common vocabulary or simple structures. Organization • Reasonably well organized and sequenced. • Uses some linking words and other cohesive devices, reasonably appropriately.
1-2	Relevance • Task may only be partially fulfilled. • Style and register for the text type may be inappropriate. • Insufficient sense of purpose and audience. Development of ideas • Limited attempt to develop content, although there may be gaps, irrelevance and/or repetition. • Limited attempt to communicate content, but it lacks clarity in places.	1-2	Range and accuracy • Limited use of vocabulary. • Limited use of structures. • Lack of control of language. Meaning is often unclear. • Errors occur when using common vocabulary and simple structures. Organization • Organization lacks sequencing. • Limited attempt to use linking words and other cohesive devices.
0	• No response worthy of credit.	0	• No response worthy of credit.

Figure 5. IGCSE Writing Assessment Subscales (Cambridge Assessment International Education, 2019)

This illustrates Teacher 1's use of CEFR as a reference when assessing students' writing for examination-related purposes. In contrast to Teacher 1, Teacher 2 perceived the harshness of applying the CEFR framework to assess writing, fearing that it might hinder the progress of students' writing, which might disadvantage them.

> *"If I were to apply the CEFR framework, the students' scores would likely be significantly lower."*

This highlights Teacher 2's critical awareness of the mismatch between international standards and local classroom realities. Although she recognized the framework's potential contribution to assessment, she viewed its direct application without adjustment as potentially demanding for some learners. At the classroom level, however, both teachers described adapting their assessment practices to accommodate students' needs and monitor their progress. Rather than relying exclusively on standardized CEFR assessment, they adopted more personalized approaches to classroom assessment:

> *"Sometimes the standards feel too demanding, especially for students at the lower levels. In such cases, I need to make adjustments to ensure that the assessment remains fair and not too burdensome. So, in my opinion, the CEFR can greatly support fairer assessments, as long as it is adapted to students' contexts and abilities."*

A similar perspective was expressed by Teacher 1, who acknowledged the tension between following CEFR guidelines and meeting curriculum demands:

> *"In principle, the use of CEFR is indeed supposed to be followed. However, in practice, when teaching, we often face a dilemma: on the one hand, we genuinely want to develop the students' abilities, but on the other hand, we are also constrained by curriculum demands. As a result, teachers frequently have to make adjustments. If time allows, we try to follow the*

> *guidelines as they are intended. However, if not, we adapt according to the situation and conditions at hand."*

These perspectives illustrate how the teachers negotiated the application of CEFR in response to their classroom circumstances. This adaptation was also reflected in their assessment practices, particularly in the development of customized rubrics for monitoring students' progress. Teacher 1 described adopting a more personalized approach for this purpose:

> *"However, if the purpose is classroom assessment to monitor their progress over time, I usually adopted a more personalized approach."*

Similarly, Teacher 2 reported designing her own simplified rubric for classroom use:

> *"I use a self-developed rubric that is intentionally simple content, focusing only on the essential aspects of assessment, such as organization, cohesion, grammar, and vocabulary"*

These accounts indicate that the teachers did not rely on the same assessment instruments for every purpose. While Teacher 1 distinguished between CEFR-based assessment for examination-related purposes and a personalized approach to monitor progress, Teacher 2 described using a simplified, self-developed rubric for classroom assessment. Their accounts therefore suggest that classroom assessment was shaped by their efforts to accommodate students' proficiency levels and the practical demands of teaching, rather than through the uniform application of CEFR descriptors.

In developing and applying these classroom assessment approaches, both teachers placed considerable emphasis on content and broader textual features, particularly readability, organization, cohesion, and coherence, alongside linguistic features.

> *"I also emphasize that they do not need to focus too much on grammar at the initial stage. What matters most is their ability to convey ideas clearly and ensure that readers can comprehend the content of their writing."*

Supporting this view, Teacher 2 also tended to postpone language-focused feedback to a later stage of the writing process, allowing students to concentrate first on developing meaningful and well-organized texts. She further explained that different text types serve distinct purposes and have their own linguistic features. Nevertheless, her feedback generally focused on students' writing styles and broader textual features, particularly organization, cohesion, and coherence. As she explained:

> *"... in general, I focus more on the students' writing style, especially considering the increasing use of AI. My second focus is on transitions between sentences and paragraphs, the coherence between sections, as well as overall cohesion and flow. After that, I begin to consider the content, grammar, and vocabulary used."*

Beyond teacher-provided feedback, both teachers also discussed the use of peer review, although their perceptions of its effectiveness differed. Teacher 1 viewed peer review as beneficial, particularly because students could provide a more honest evaluation from a perspective relatively close to their own proficiency levels:

> *"However, when feedback is given by peers, they tend to be more honest... from a perspective not too far from their own level of ability."*

She further highlighted that peer review encouraged more open communication, allowing students to discuss their evaluation in a more comfortable environment:

> *"Students also feel more comfortable asking questions to their peers."*

In contrast, Teacher 2 emphasized that the effectiveness of peer review depended largely on the classroom context, particularly students' proficiency levels:

> *""...it actually depends on the class context itself. In a mixed-ability class like this one, peer review tends to be less effective. But when I taught a class grouped by proficiency level, peer review worked quite well."*

This suggested that, in Teacher 2's experience, the effectiveness of peer review was influenced by the composition of the class. While differences in students' proficiency levels could hinder constructive evaluation in mixed-ability classrooms, more homogeneous groups appeared to facilitate more meaningful peer feedback. Furthermore, Teacher 2 acknowledged that she rarely implemented peer review because students tended to provide overly positive evaluations, which could compromise the objectivity of the assessment.

> *"I rarely use peer review, as students tend to provide overly positive evaluations of their peers' writing, which compromises the objectivity of the assessment."*

Overall, these findings illustrate how both teachers implemented and adapted CEFR-based writing assessment according to their assessment purposes, students' proficiency levels, and classroom circumstances. While Teacher 1 used CEFR for examination-related assessment and adopted a personalized approach to monitor progress, Teacher 2 emphasized the need to adjust assessment standards to accommodate students' abilities. Both teachers also prioritized broader textual features in their feedback, although their perceptions of peer review differed. Thus, within this school context, CEFR implementation involved balancing proficiency expectations with the practical demands of classroom assessment.

5. Discussion

The findings of the study suggest that both teachers demonstrate a certain degree of familiarity with the CEFR as an international standard for assessing language proficiency. However, their familiarity primarily stemmed from the Cambridge curriculum adopted at the school rather than from targeted professional development or systematic training. Moreover, the questionnaire findings revealed that neither teacher was actively engaged with CEFR-related literature through various media, such as academic publications, news sources, and online sources. Both teachers also admitted they did not fully internalize the framework's "Can-Do" statements, contributing to uncertainty and inconsistency in implementation. They further reported feeling inadequately prepared and lacking confidence in applying the framework. Collectively, these findings suggest that the teachers' understanding of the framework remained largely surface-level. These findings align with previous studies (Mohamad Khair & Mohd Shah, 2021; Phoolaikao & Sukying, 2021; Uri & Aziz, 2018), which found similar limitations in teachers' familiarity with the CEFR. Furthermore, these difficulties reflect the disjunction between policy and classroom realities (Lo, 2018; Mohamad Khair & Mohd Shah, 2021) and may indicate limitations in teachers' assessment literacy. Lee (2017) attributes such limitations primarily to insufficient language assessment training, which negatively affects educational quality (Popham, 2009, as cited in Crusan et al., 2016). Therefore, second language writing teachers need guidance in essential assessment practices, particularly scoring, grading, and evaluating students' written performance.

Despite their limited understanding of CEFR implementation, both teachers recognized the potential of its descriptors to support writing instruction and assessment. They perceived the framework as useful for designing real-life writing tasks, addressing learners' specific needs, and providing transparent assessment criteria. They also believed it could encourage students' self-reflection and motivation in monitoring their writing progress. These perceptions align with the

CEFR's conceptualization of language users and learners as 'social agents' (Council of Europe, 2001, 2020, 2022), who use language to accomplish meaningful tasks and engage in real-life situations. This provides a basis for developing writing activities that reflect their communication needs. Furthermore, CEFR-based writing assessment can promote learner autonomy by encouraging students to reflect on and take responsibility for their learning (Little, 2012).

Regarding the adaptation of CEFR-based writing instruction, the findings revealed that teachers used Cambridge Global English textbooks to provide scaffolding activities, progressing from receptive to productive skills while building on students' prior knowledge. However, some tasks exceeded students' current proficiency levels, as the textbook was designed primarily for B2+ learners, whereas some students performed below this level. To address this mismatch, teachers negotiated institutional expectations and students' learning needs by adjusting instructional tasks while keeping them aligned with the intended learning objectives in the Cambridge textbook. As emphasized by North (2014), the implementation of CEFR in local educational contexts requires translating its principles into pedagogical practices that are contextually relevant and responsive to learners' needs. Such adaptation helps align the framework's intended learning objectives with students' actual proficiency levels.

In delivering writing instruction, both teachers adopted a staged approach to genre-based approach. They encouraged the students to analyze model texts, develop their first draft, and independently apply the learned structures, grammar, and vocabulary. Writing tasks also varied between the General English and English Skills programs. In General English, students had greater autonomy in selecting topics based on their interests, whereas in English Skills, tasks were primarily aligned with IGCSE examination requirements, involving timed writing under word limits. This distinction highlights how external examination demands shape teachers' pedagogical practices and assessment orientations, particularly in determining what to teach and how to assess (Göloğlu-Demir & Kaplan-Keleş, 2021). This influence of tests on teaching and learning is commonly known as *washback.* Alderson and Wall (1993, as cited in Göloğlu-Demir & Kaplan-Keleş, 2021) explain that washback concerns how tests influence what teachers and students do in the classroom.

Building on the previous findings, teachers' implementation of CEFR-based writing assessment involved adapting assessment tools and feedback practices to students' needs. Both teachers used self-developed rubrics to monitor students' progress, as these were considered more accessible and manageable, while internationally recognized benchmarks were used to simulate examination conditions. However, they viewed the direct application of CEFR descriptors as potentially unrealistic and discouraging, particularly for lower-proficiency students. This concern is particularly relevant to diagnostic assessment, in which generic and context-independent "Can-Do" descriptors need to be adapted to reflect specific assessment contexts and capture the features expected within those settings. Huhta et al. (2024) similarly argues that a single type of rating scale cannot be applied uniformly across contexts and should be modified according to assessment purposes. Therefore, both teachers highlighted the importance of adapting the framework to students' proficiency levels and learning progress.

A similar consideration of students' needs was evident in their feedback practices. Both teachers prioritized feedback on idea development, contextual relevance, and meaning before addressing grammatical errors, which they believed could discourage learners. This reflects the affective dimension of assessment, as negative emotional responses may undermine students' motivation and confidence (Hyland & Hyland, 2019). Providing focused feedback can also make suggestions easier to process and apply (Jiang & Yan, 2019; Sheen, 2007). In this regard, teachers viewed feedback as an essential form of mediation that guides improvement and bridges the gap between students' current performance and learning goals (Lee, 2017). While teacher feedback was

considered important, peer feedback was also valued for fostering engagement and learner autonomy (Hyland & Hyland, 2006). Nevertheless, mixed-ability classrooms and overly positive comments limited its effectiveness, highlighting the need for structured training in giving and receiving constructive feedback (Huhta et al., 2024; Hyland & Hyland, 2019).

6. Conclusion

This study examined how English teachers interpreted, implemented, and adapted CEFR-based writing assessment at a private secondary school in Yogyakarta. Both teachers' familiarity with the framework mainly came from the school's Cambridge curriculum, while their understanding of its descriptors and confidence in applying them remained limited. Their limited internalization of the CEFR "Can-Do" statements also contributed to uncertainty and inconsistency in its implementation. Nevertheless, they recognize the framework's potential to support writing instruction and provide clearer assessment criteria.

The findings show that implementation involved adapting the framework rather than applying its descriptors uniformly. Teachers adjusted Cambridge Global English materials to students' proficiency levels and varied writing tasks according to program objectives, including IGCSE examination preparation. They also selected assessment tools based on their purposes: internationally recognized benchmarks supported examination-oriented assessment, while self-developed rubrics were used to monitor classroom progress. In providing feedback, both teachers prioritized content and text organization before linguistic accuracy. Peer feedback was also valued, although its effectiveness was affected by mixed-ability classrooms and students' tendency to give overly positive comments.

Overall, CEFR implementation depended on teachers' ability to balance framework expectations with students' needs and classroom conditions. These findings highlight the need for professional development in interpreting CEFR descriptors, designing assessment criteria, and providing constructive feedback. However, this study has several limitations. It involved only two English teachers from a single private secondary school, limiting the extent to which the findings can be generalized to other educational contexts. Furthermore, the study primarily relied on teachers' accounts and selected assessment documents. Therefore, the findings may not fully capture how assessment practices were enacted in everyday classroom interactions. Further studies involving more teachers across different educational settings and incorporating classroom observations could provide a deeper understanding of how CEFR-based writing assessment is interpreted and implemented in practice.

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